

S A F E T Y

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The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY *Education*

Volume
XXXI

No. 1

Section
One



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• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



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Cover Picture: Judith Moore, an Eighth Grader in a Rogers Park, Chicago, Ill., school, shows her little sister, Jamee Sue, who will start kindergarten this year, the boulevard stop sign governing an intersection on Jamee Sue's way to school. Little children just starting school have to be shown where they can cross streets safely.

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an opportunity to re-examine

The Plus and Minus of Safety Education

by ALBERT W. WHITNEY

PHYSICAL SAFETY is only a part of something much larger. For the same considerations apply to physical health and to moral health, and the concept of safety can be broadened to include not merely the individual but the community, the nation and the world. Take for instance the question of love. What does safety mean here? It does not mean, I assure you, being afraid of sex! Love is an adventure which is clearly within the world purpose, for it is tied up to the very passing on of life itself. Safety in the field of sex is quite as much safety for the good adventure as safety from the bad adventure. And the fundamental ethical problem of the situation is this: Why accept a sordid substitute instead of the real adventure itself?

Safety is substitutional rather than negative.

Safety, in reality, is an entirely symmetrical, bilateral concept. It takes something out of life, to be sure, but only in order to put something else in its place. This becomes clearer when we complete the safety concept by adding 'the two—and there are only two—prepositions which go with it, *from* and *for*. We are to be saved *from* something, but only in order to be saved *for* something. Safety, instead of being negative, is therefore substitutional.

But what is thrown out and what is put in its place? Well, that is up to you! You may

The beginning of a new school year offers educators an opportunity to re-examine their disciplines for teaching safety. Old-timers will be re-invigorated and new-comers inspired by this beautifully stated philosophy of safety education abstracted from the writings of Albert W. Whitney.

It is not the policy of **SAFETY EDUCATION** to reprint articles, certainly not to reprint its own. This one appeared in the September, 1943, issue. Some writings, like some phonograph recordings, deserve to be repeated.

Mr. Whitney, dean of safety educators, died July 27, 1943. He was one of the founders of **SAFETY EDUCATION**; chairman of the Child Safety Education Committee, National Safety Council 1917-22; and vice president for education 1922-39.

The italicized sentences are editorial insertions.

say what safety shall mean for you. What do you choose to have thrown out of your life, and what do you choose to have put in its place? As for me, I choose adventure. I choose to have the bad adventure thrown out and the good adventure brought in, and, because I believe that adventure is in truth the deep, significant value in life, by that token I believe that we have here the real meaning of safety.

We are to be saved from a bad adventure only in order to make room for a good

The **NATIONAL SAFETY COUNCIL**,
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for their personal
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safety in industry
and on the job.

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adventure, for life must be adventurous to be worth living.

Life is an adventure, the bequest of daring, high-souled forbears.

To go into the schools with the slogan "safety first," which, if it is taken literally and seriously, means that safety is to be counted as the prime desideratum in life, is not only to be egregiously contrary to the facts of human nature but positively immoral. It has not done the harm that might have been expected solely because our sense of humor and balance is sufficiently strong to cause us to take this sentiment with a large grain of salt, but nevertheless the time has come when the proponents of the safety movement must make it perfectly clear to the public that they are no longer really thinking in terms of "safety first."

Adventure Comes First

The fact is, of course, that safety is not the prime object in life. Exactly the contrary is true. The most important thing in the world is adventure, and by adventure I mean a fresh, first-hand experience of life. All that is worth while in life—love, friendship, loyalty, knowledge, art, religion—are adventures in which the human spirit goes out to experience the realities of life; if these experiences lack the element of adventure, it can mean only that life is not being lived in the keen way that makes it most worth while; it can mean only that life is deficient in the finest spiritual values. Evolutionary development has been along this line.

It is the daring, vital, vigorous, high-souled man and woman with the courage to face and experience the world that have survived and left descendants. Our blood is full of the urge of it, and it is unlikely that civilization will be able to divert the stream of life into tamer and more ignoble channels.

The modern world is a man-controlled world which has no place for accidents and only little place for chance.

The outstanding characteristic of our life today is the marvelous control which we possess over physical forces and conditions. A purposeful life in a controlled world is now possible as never before. We do not need to take life as it comes, but we, ourselves, can dictate the terms on which we will meet it to a degree far beyond our dreams of a hundred years ago.

Nature proposes to have the world advance. An insatiable urge is making life continually flow into new channels and climb outward and

upward like sap in a budding tree. Progress involves change, however, and there can be no change unless there are variations from the prevailing type. In primitive times such variations were wholly the result of chance. . . .

Behold now what a different and more effective way of making progress the advent of intelligence has made possible. Intelligence is the ability to direct life toward an objective. It operates through the creation of an inner world. We do not have to wait for the slow process of nature to produce new forms, and we do not have to wait for an actual trial in life itself, for we now have a world of our own that is under control, and in this inner world of thought we can experiment to our heart's content. Here we can try out the world in imagination. The architect's plan for a house is essentially his way of being able to live in imagination in the house, and if in this imaginary life he finds there are no stairs to the attic . . . it is not necessary to tear the house to pieces in order to make the correction, but only to do more thinking. All thought, even the most abstract, is essentially a way of imagining life.

Variations Purposeful

With the advent of this inner world the seat of progress was changed from without to within. Variations are now not left to chance but purposefully originated.

There is no place in this process for accidents because an accident is by its very nature something that interferes with purpose and control.

One's philosophy of safety is intricately interwoven with one's philosophy of life.

This view of safety is not really a view of safety, but a view of life. . . . You may start where you please, if you have discovered a real approach and if you will keep on the track, and you will always find yourself finally in the presence of life itself. In fact, this is a test of whether you have found something worth-while. The very most right thing about safety is that it leads to the more abundant life.

Safety has no right in the schools unless it has educational value.

We have no right to impose upon them (school pupils) a discipline that has no educational value. . . .

Safety has a place in the schools, not primarily because of the lives that can be saved

(Please turn to page 35)

Lessen Accidents in the Gym



Upper left: Safety belts are always used in teaching students new tumbling activities. Upper right: The "bat thrower" in baseball can't be heedless long when the bat is firmly attached to his wrist. Lower left: Those prehensile toes are hooked firmly over the edge of the swimming pool so their owner won't slip.

The upside-down boy in the upper left picture is not going into training preparatory to kissing the Blarney Stone although that is somewhat the position the kisser must assume. Nor is that a picture, on the upper right, of Beau Brummell, strolling with his walking stick.

On the contrary, Bernard I. Loft, director of driver education and safety at the University of Florida, College of Physical Education, Health and Athletics, declares emphatically that the pictures demonstrate techniques which have brought about a remarkably low accident rate.

Congress to Bring Experts to Chicago

SOME OF the best informed persons in the field of safety education are coming to Chicago to attend the National Safety Congress and Exposition, October 8 to 12.

The School and College Division of the National Safety Council has scheduled twelve sessions for teachers and administrative personnel. Most of the Division's sessions will be held in the Morrison hotel. In addition the industrial sessions have programmed three meetings on the general subject of civil defense which will be open to, and may be of interest to, school people.

Whether your particular field of interest is in the elementary, secondary or higher education group you will be able to find experts and meetings aimed specifically at you.

Geographically the safety education movement from coast to coast will be represented. As for community size, New York City is the largest community with representation. Others range downward in size to small cities and county school systems.

Monday's meetings are sponsored by the Safety Education Supervisors Section of the National Safety Council.

On Tuesday there will be group meetings on the overall problem in secondary schools.

On Tuesday afternoon the American Vocational Association and the National Safety Council will jointly sponsor the session which will be slanted primarily at the problem of safety in vocational education.

All day Tuesday there will be screenings of motion picture films applicable to safety education.

Wednesday's program for both morning and afternoon is divided. One group will concentrate on the problem of extending safety education for the elementary school child. In the

morning the other group will discuss current safety problems in school transportation.

Wednesday afternoon there will be a group meeting on high school driver education.

After the Wednesday evening informal banquet there will be music, entertainment and favors.

Driver education will again be the topic for discussion at the Thursday morning session.

In the afternoon the President of the National Safety Council, Ned H. Dearborn, will address a joint meeting of all public safety delegates.

The material, the advice and the experience in safety education have been concentrated with just one objective: to help YOU help others to live safely.

Coming?

Some of the men who are scheduled to speak include:

Wayne O. Reed, assistant commissioner of U.S. Office of Education, Washington, D. C.;

J. Burton Vasche, commissioner of education of Colorado's Department of Public Instruction;

Norma F. Wulff, vice president for home safety and women's activities of the Greater Cleveland, Ohio, Safety Council;

Gerald M. Van Pool, director of student activities of the National Association of Student Councils of the National Association of Secondary-School Principals, National Education Association;

Marion Traub, dean of the school of education of Pennsylvania State College and chairman of the commission on safety education of the National Education Association;

Eugene B. Elliott, president of Michigan State Normal College;

Paul Jones, director of public information for the National Safety Council.

this tool helps pupils to

STOP crashing the lights; learn good habits on the GO



by ALICE V. COFFEY

"IT'S smart to be careful" is an axiom whose truth has been satisfactorily demonstrated to pupils in the upper elementary grades in Pittsfield, Mass., schools.

The theorem that it can be fun to learn how to meet traffic situations safely was proven by the use of a model street intersection which was loaned for their use by the Protection Division of the local General Electric Company.

Fascinated by a device with which they could really operate four traffic signals at once and even produce red and yellow lights simultaneously, the pupils found they needed people and vehicles.

Gaily dressed "pipe cleaner people" were

manufactured and miniature plastic jeeps, sedans and roadsters were found. Then the pupils really got busy simulating all types of traffic situations.

The "smart" people crossed only at corners and only on the green light. Others were charged with such thoughts as: "That light will never change. I just can't wait" or "The light is changing, I think I can make it."

Famous last words were: "There's my bus. If I run fast enough I can make it" and "I'm tired of waiting. I'll walk into the street and the cars will have to stop."

ALICE V. COFFEY is Supervisor of Health and Safety in the Pittsfield, Massachusetts, public school system.

Two Immediate Tasks to Cut Highway Toll

TWELVE THOUSAND persons are dead and many other thousands are hurt, all of whom might have been alive and unhurt had the Action Program of the President's Highway Safety Conference been in effect last year.

A full share of the responsibility for these deaths and injuries rests on the shoulders of boards of education, school administrators and teachers.

These sober conclusions are the consensus of some 2,000 leaders from all the states speaking for industry, farm and women's organizations, and federal, state and local official governments.

Two of the twelve recommendations for immediate action adopted by the conference are exclusively in the province of the schools. While a wider program of proven effectiveness is embodied in the recommendations of the Committee on Education, the conference as a whole picked out two items as imperatives:

(a) **The appointment of some one person in each school who will be responsible for a program of safety education; and,**

(b) **The expansion of the facilities for college-level training of personnel in safety education, highway and traffic engineering, police enforcement, traffic courts, accident records and motor vehicle administration.**

President Harry S. Truman, addressing the opening session of the conference, suggested to schools one further task, that of giving every high school boy and girl a course in driver education. Emphasizing the necessity for this step he said:

"One of the best things we can do to produce safe drivers is the training of our high school boys and girls. One-third of the eligible boys and girls now receive some kind of instruction in safe driving. About half of these are getting training behind the wheel.

"These youngsters with driver training have only half as many accidents as those who have not had such training.

"These excellent records promise a great deal over the future. And every boy and girl in high school deserves the opportunity to get that training."

No Drop in Total

Since the organization of the President's Highway Safety Conference in 1946, deaths from traffic accidents have been reduced from 11 per hundred million miles of travel to 7.5. Since 1946, however, travel mileage has skyrocketed the president said, so that the number rocketed so that the number of persons killed has not been reduced, the president said.

Last year thirty-five thousand persons were killed in traffic accidents, more than a million were injured and the nation showed an economic loss of three billion dollars.

Had the twelve-point program of the Action Committee been in effect in 1950, the conference consensus indicated that the fatality rate would have dropped to five deaths per hundred million miles. This would have meant the saving of 12,000 lives. Its immediate adoption now by all states and communities would have the same result. That this is not wishful thinking may be indicated by the caliber of the men and organizations endorsing the findings. A listing, far too long for inclusion here, would mention the leaders in education, insurance, industry, transportation, the bar, the Governors' Conference, the American Municipal Association, etc.

If school boards and administrators are waiting for the support of influential voices before following the recommendations of the Committee on Education, the conference surely provided that support in heaping measure.

(Please turn to page 32)

in twenty-five years

Busy School Bus System Has Only One Injury

by E. H. VANDENBELT

PUPILS SHARE with drivers responsibility for the safe operation of the buses of the Lincoln Consolidated Training School, near Ypsilanti, Michigan. The school membership of 1,030 pupils is distributed from kindergarten through the twelfth grade.

On the third day of the school year, those pupils who ride in the school's buses go to a separate room where they elect a president, vice-president and a secretary. There is a tendency to pass the offices around to give each of the older pupils a chance but no rules or precedents are followed. Bus drivers are present as guests but do not participate in the election.

Although the officers of the individual buses are nominated from the floor, a special safeguard has been instituted in order to insure that the bus *captain* shall be a person having a greater than average sense of responsibility. All of the eligible persons are considered by the student council which suggests nominees for the office. The bus officers then vote on these nominees.

This election, while guided by faculty members, is not dominated by them. The bus captain becomes a member of the student council and attends all meetings of the council.

The chief responsibilities of the officers are to assist the drivers by:

1. Seeing that all children are in the bus and seated and that the doors are closed before the bus starts.
2. Preventing children from getting on or off the bus while it is in motion.
3. Preventing children from moving about within the bus while it is in motion.
4. Reporting to bus driver any child who tampers with releases on emergency door.
5. Reporting to bus driver any child who is violating safety rules.
6. Preventing children from putting their hands, arms, heads or bodies through the window.
7. Reporting to the driver any bicycle rider, roller skater, or other who may hitch on.

The bus secretary makes a written report upon arrival at school on a prepared blank.

Student participation has helped in making a fine safety record. During the twenty-five years the school has been open only one child

has been hurt and her injuries were slight. Once when a school bus caught fire and burned completely a possible tragedy was averted by the calmness and leadership of an Eighth Grade boy who helped unload the bus.

Pupil transportation is a serious responsibility for everyone involved in managing and operating the system.

There are twenty-seven miles of main highways within the 63 square miles of the district which are approached 129 times a day by the buses. There are light warnings at only two of the intersections.

The main double track of the Wabash railroad runs nine and a half miles through the district. There are light and sound warnings at only two of the fifteen road-rail intersections. The eighteen buses cross the railroad 54 times a day. By adding to these intersection hazards the minor hazards, such as the 759 stops made to load and unload children along the 255 miles traveled each day by these buses, we have a fair picture of one phase of the safety problem.

Dr. Henry A. Tape, superintendent of schools from 1923 to 1940, established the pattern for the school's transportation system. The immediate management, under the direction of the superintendent of schools, rests with Robert F. Wanty.

One of the major factors in the safe operation of our system is the selection and training
(Please turn to page 29)

MR. VANDENBELT is superintendent of the Lincoln Consolidated Training School affiliated with the Michigan State Normal College, Ypsilanti, Michigan.



Maybe our pets were—but how could we be bored when our own Gardenville School Student Safety Council had picked our dogs to be televised by Station WAAM in our program showing safety habits.

Antidote for Boredom.

by LEROY HARDESTY

DO THEY yawn when safety is mentioned in your classroom?

They did in our school, and they told us quite frankly that they were tired of hearing the same things about safety in every school grade.

So all of us, faculty and students, in defense against our mutual boredom, cast about for a project that would carry the safety idea and still be interesting—still be fun to do.

In our Gardenville School in Baltimore, the students are more than average pet-conscious. We had permitted classroom visits by pet cats, dogs, pigeons and so on. Some hamsters and

rabbits even became privileged guests for a matter of days.

The Student Safety Council decided that this interest in pets could be put to work, through the medium of a pet show. Everyone was to be invited to bring his pets. In this way all could enjoy their friends' pets, and at the same time could be taught the proper way to feed, handle and play with animals.

It was agreed that the playground area would be the best site for the pet show. For this reason, a date late in the term was selected,

LEROY HARDESTY is vice-principal of Elementary Public School No. 211, Baltimore, Maryland.

Editor's Note: Station WAAM has just been awarded the National Safety Council's Public Interest Award for Exceptional Service to Safety in 1950, for its year-round efforts in behalf of accident prevention.

since it offered the best chance for warm weather.

It was at this stage of planning that the Student Safety Council was invited to plan and produce a safety television program as one of a school series to be televised by Station WAAM, Baltimore.

The Council immediately saw that the two ideas could be combined. A television pet show was planned on a school-wide basis. The planners asked for original animal stories, poems, pictures and experiences from pupils.

The results were amazing. There were spirited discussions on pets in the various classes. Books were ransacked for animal stories and pictures. Art-work in the form of original pictures, the making of costumes and the con-

(Please turn to page 30)



I never knew him to fail before. He always jumps through the hoop at home. It's the lights.

We couldn't let the boys and their dogs outshine us so we brought our kittens.



STATISTICS

—from Kindergarten Up

TAKE these properties: five small dolls, a doll house, two toy cars and a bowl of water. Push one of the dolls near the doll house stove and pin orange colored paper to its dress. Drop another doll into the bowl of water. Let one of the toy cars knock over a third doll. The fourth doll should be put into the other car and that car pushed forcibly into the rear of the other. Take the fifth doll and let it fall on a toy gun.

That's a lesson in statistics, even if it sounds like rather grim play. It states, with fair accuracy, the distribution of accidental deaths among children of grade school age—with each doll victim representing a thousand real accident victims. It is, of course, only one of many ways the statistical facts of accidents can be dramatized for children of kindergarten age. For the actual figures, see the table below.

Some of us have too long thought of statistics as something concerned with the higher levels of mathematics. We have thought of it as being a business of rates arrived at by complicated formulae, of intricate charts. We have sometimes forgotten that such statements as, "Many children are injured by burns" or, "More boys than girls are injured in accidents" are true statistical statements.

We could ask each child in a first-grade classroom to make a check mark on the black-

board if he or she has been treated by a doctor for an injury in the last year. These check marks could be totalled. Girls and boys could be tallied separately and added together or subtracted to demonstrate the difference between the groups.

In each of the higher grades, more and more difficult manipulations of the statistics, whether national or local, could be attempted. At the eighth level, students could get from the local police department the motor vehicle death totals for a year or for several months and then, using the latest available population and motor vehicle registration figures, develop the two basic accident rates for communities which are used by the National Safety Council. Formulas for these are:

$$\text{Population Rate} = \frac{\text{Deaths}}{\text{Population}} \times 100,000$$

$$\text{Registration Rate} = \frac{\text{Deaths}}{\text{Registrations}} \times 10,000$$

Accident statistics, of course, lend themselves well to graphing as well as to computations, and such statistics are always available from local, state and national government agencies and organizations.

SCHOOL CHILD ACCIDENTS, 1950 —

Deaths of children 5 to 14 years old:

	Total	Per 100,000 Population
In all accidents	5,500	22.4
In motor-vehicle accidents	2,100	8.5
In home accidents	1,200	4.9
In public non-motor-vehicle accidents	2,000	8.1
In occupational accidents	200	0.8

Source: Accident Facts, 1951 Edition

safety education data sheet-

No. 55

Motor Vehicle SPEED

Statistics

1. A speed violation was reported as the cause in 38 per cent of the fatal motor vehicle accidents in the United States in 1950. No other single violation was reported in anything like this large a proportion of the accidents.
2. Speeding was reported for a larger percentage of drivers involved in rural fatal accidents than for drivers involved in fatal accidents in cities, but even in the cities speeding was the most commonly reported violation.
3. A study in five states showed that speeding was reported most often in accidents not involving pedestrians. This violation hit its peak percentage in accidents involving only a single vehicle.

Thirty-eight per cent of all fatal motor vehicle accidents in the United States in 1950 were caused by speed. No other single violation ranked nearly as dangerous.

Definition

4. Speeding cannot be defined as a speed in excess of any certain number of miles per hour. It has various legal meanings in various states and localities, but for accident prevention purposes it can be defined as a speed in excess of that at which a motor vehicle can be operated with safety, taking into consideration these factors:

- a. The condition of the roadway;
- b. The condition of the motor vehicle;
- c. The condition of the driver;
- d. The weather, and visibility;
- e. The amount and type of vehicular and pedestrian traffic.



The Two-Fold Danger

5. Speed kills. It kills because it substantially increases the forces which, in an accident, turn useful transportation equipment into a mass of metal and glass weapons.

6. Speed probably increases the likelihood of having an accident. While speed may cause a few accidents involving skiddings or turning over on turns, its principal danger lies in the substantial increase in the distance which is required to bring a vehicle to a stop.

The Problem of Energy

7. Few persons not well trained in physics realize the tremendous energy possessed by a motor vehicle proceeding at high speeds. This has been dramatized by hoisting an automobile 41½ feet in the air, about the height of a four-story building, and dropping it to the ground. The impact is the same as that of the same car driven into a solid wall at 35 miles per hour.

8. $E = \frac{1}{2}MV^2$, the formula for determining the kinetic energy (E) of a moving object where M is the mass of the object and V its speed. The result will be in foot-pounds when M is stated in pounds and V in feet per second.

The Problem of Stopping

9. Three processes are necessary in braking a motor vehicle to a stop. First, the driver must become aware of the necessity of stopping the vehicle. Second, nerves and muscles must react to translate that necessity into pressure of his foot on the brake. Third, the brake must slow the car to a stop.

10. Figure I shows the distances involved in the last two steps at different speeds, assuming a fairly alert driver and a good, dry road surface. Note that when you double the speed, you double distance travelled in the reaction time between seeing the danger and setting the brakes. This reaction time is fairly constant—about ¾ of a second on the average. In that fraction of a second, a car travelling 20 miles an hour goes 22 feet, while a car going 40 miles an hour goes 44 feet.

11. The distance travelled *after* the brakes are set increases as the square of speed increases. Double speed and you quadruple the braking distance. Triple the speed and the braking distance increases nine times. Excellent brakes will stop a car going 20 miles an hour in about 21 feet, while they will not do the job in less than 84 feet at 40 miles an hour. Less good, but still legally sufficient, brakes

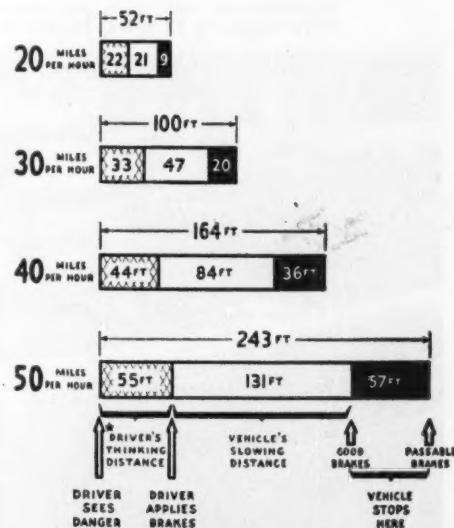
need 30 feet and 120 feet respectively for these speeds.

12. Let's assume that a highway is marked with yard lines, exactly as a football field is marked. Just as the driver crosses the first goal line at 50 miles an hour, he becomes aware of danger ahead. He will have passed the 18 yard line before he has tramped down on the brake. With excellent brakes he will travel past the mid-field stripe and on past the far 40 yard line. With passable brakes, he will continue to roll to the 19 yard line. In other words, a car at 50 miles an hour needs between 62 and 81 yards in which to stop, *on dry pavement, with an alert driver, with at least passable brakes*.

Condition of Roadway

13. The first variable affecting speed (see Par. 4) is the condition of the roadway. All braking distances above are for dry concrete. In figure II are shown the typical braking distances at 20 miles an hour under various pavement conditions. These figures, developed in extensive tests conducted by the National Safety Council over many years, do *not* include distance travelled during the driver's reaction time,

Chart I
MOTOR VEHICLE
STOPPING DISTANCES



* Distance travelled in reaction time (second) by a fairly alert driver under ordinary circumstances.

BRAKING DISTANCES ON VARIOUS SURFACES AT 20 MPH

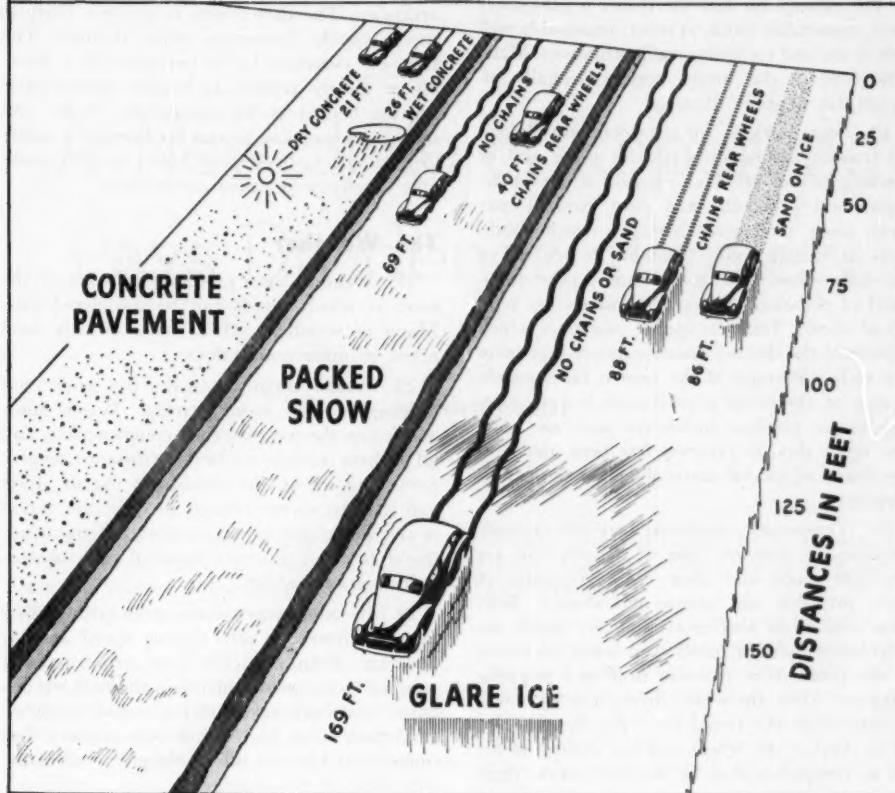


Chart II

which at this speed is 22 feet. A car without chains will travel farther after braking on glare ice at 20 miles an hour than it would at 50 miles an hour on dry concrete, and even if it has chains or the ice has been sanded it will travel farther while braking than a car would if braked at 40 miles an hour on dry pavement.

14. Other roadway conditions which may affect braking distance are the grade up or down, the presence of loose gravel or mud on the surface, and oil slicks.

15. In effect, stopping distance is also affected by any limitations which the nature of the roadway places upon visibility. Hills and curves are the commonest obstructions, and trees, houses and billboards which mask curves and intersections make it difficult for the driver to have advance warning of danger.

Condition of the Motor Vehicle

16. The most obvious variable in car condition which affects stopping distance is the quality of the brakes. Most states have a legal requirement that brakes be capable of stopping the vehicle on dry pavement within 30 feet at 20 miles per hour. The best brakes do not stay at top efficiency indefinitely, and excellent brakes may temporarily lose their braking power, particularly when wet.

17. Several conditions of the vehicle may affect the ability of the driver to see danger ahead and thus, in effect, increase stopping distance. Poor lights, a windshield that is dirty, wet or icy, anything in the load or car design that block view reduces the speed at which it is safe to drive.

Condition of the Driver

18. All stopping distances quoted are based on the assumption that the driver is reasonably alert, reasonably quick to react, reasonably well able to see and recognize traffic situations. Many conditions in the driver may substantially increase the stopping distance.

19. Some persons, for organic or psychological reasons are handicapped in seeing and/or reacting to danger. Poor eyesight is one of the commonest problems—and poor eyesight may mean more than *weak* eyesight. Such conditions as tunnel vision (inability to see far to the sides when looking forward), poor judgment of distance, and color blindness are typical of these. Tests on special machines which reproduce the driving situation prove that there is a wide difference in the time it takes people to step on the brake after danger is seen. Certain major physical handicaps may also slow this time, though progress has been made in the design of special automobiles for the handicapped.

20. Temporary conditions may substantially increase the reaction time of drivers who are normally quick and alert. Most common of these, probably, are fatigue and alcohol. Both these conditions also create dangers which are heightened by high speed even when unrelated to the problem of reaction time and stopping distance. Thus, the weary driver may be slower to react than the rested one. But he may also go to sleep at the wheel and lose control of his car so completely that he does not awake until the crash. The driver under the influence of alcohol is known to react more slowly than the non-drinking driver, but he may also lose his judgment and attempt maneuvers that cause trouble, again without the problem of stopping distance being the main one.

21. There are a group of conditions affecting the driver which may be either temporary or permanent. These are what may be called attitudes. The driver who is angry is likely to drive angrily, crowding other drivers. The show-off (whether he be permanently a show-off or merely anxious to behave spectacularly for the benefit of his companion of the moment) is also going to run his margin of safety very close. A driver with heavy worries probably is subject to absent-mindedness.

The Weather

22. Weather has a profound influence on the level at which speeds can be considered safe. Many of weather's effects have already been noted in other connections.

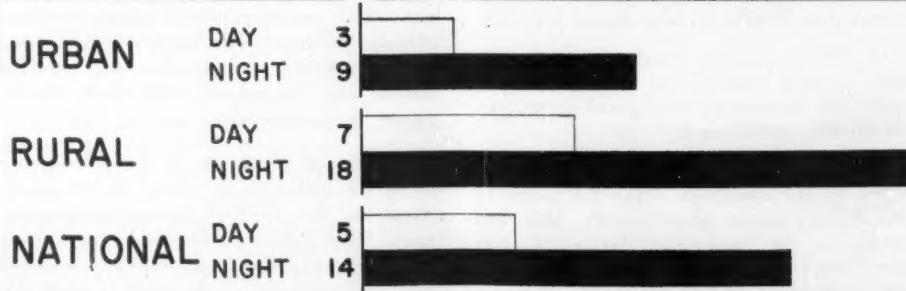
23. Winter usually provides the worst conditions for high speed driving. Water, snow and ice on the pavement are commonplace, and all of them increase the braking distance needed. Snow and ice on the windshield impair vision and may be severe enough to resist the action of the windshield wiper. And even if the windshield is clear, a heavy snowfall can substantially reduce visibility.

24. In other seasons, the principal weather factors influencing safe driving speed are fog and rain. Rain, particularly on certain types of road surfaces, greatly increases the braking distance, and both rain and fog impair visibility. In certain areas, high winds may produce dust storms that blot out all visibility very suddenly, with little or no warning.

25. The normal shift from day to night may not properly be considered a weather change, but it profoundly affects safe driving speeds. The best of headlights provide a poor substitute

(Please turn to page 33)

MOTOR VEHICLE ACCIDENTS ALMOST TRIPLE AFTER DARK



(Deaths per 100,000,000 vehicle miles.)

Safety Education for September, 1951

emphasis on the how

A New Style of Reporting Pays Dividends in Safety

by GENEVIEVE CONLEY

A change in the reporting techniques used for unsafe conduct and an emphasis on good conduct has improved teacher-pupil-parent relationships in this school community.—Ed.

The Problem:—Finding an efficient and practical method of reporting hazardous conduct, petty misdemeanors, as well as desirable conduct for recognition, treatment and corrective teaching.

Past Treatment:—Members of the safety patrol would take children needing correction or counseling concerning safety habits to the safety sponsor's room as soon as school was in session. This often meant that ten to twenty children would be milling around in the hall, be away from their regular room and the sponsor's class without supervision for periods of ten to thirty minutes morning and afternoon. This was also a source of displeasure to all the teachers since children were coming in late daily due to a previous misdemeanor. Besides this, the safety sponsor had the responsibility for all disturbances, instruction in good habits, and correction and punishment when necessary.

Sometimes the safety patrol members made written reports for the homeroom teacher concerning students needing safety teaching. But this seemed often merely a time consuming device.

Present Reform:—Growing out of this necessary and desirable instructive need of reporting

offenders and attempting to do something to correct bad safety habits, we evolved the following method.

The safety patrol members and sponsor compiled two lists: one, enumerating conduct showing good citizenship especially safety habits; two, conduct unbecoming of thoughtful citizens of our school. These lists were then worked into a report form similar to a traffic ticket. (See the forms printed at the close of this article.)

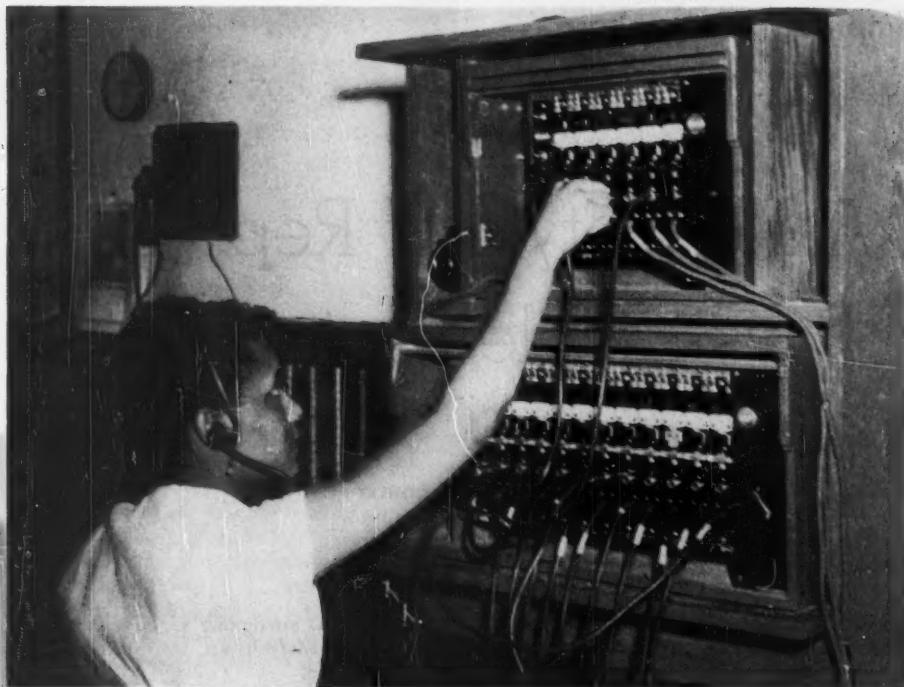
The safety patrol member on duty has only to find out the name and room of an offender. Later he is allowed up to ten minutes after school opens to go to the safety sponsor's room, fill in the necessary information on the report and return to his own room. The safety captain tabulates the reports each day and then distributes them in the proper teacher's mail box.

Each teacher then treats the individual according to the information on the report. She then signs the report which signifies she has done something about the situation. The report is then returned to the safety sponsor who calls in frequent offenders or pupils deserving recognition and praise.

At the end of each marking period the reports are finally given to the homeroom teacher

(Please turn to page 28)

MISS CONLEY is a teacher and is sponsor of the United Oaks School Safety Patrol, Hazel Park, Mich.



Pupils Safely Face Real Life Situations

by ZILPHA ELLEN E. CHANDLER, PH.D.

IN a typical city school, public utilities may be taken for granted.

But at Piney Woods Country Life School, Piney Woods, Miss., telephone and electric service represent long, hard work by the students. And for that very reason, these utilities have been major aids in teaching safety.

The pictures on these pages are not staged "stunts." Much of the installation work on telephone lines, lights, and switches was actually done by the students under faculty direction. And the students carry a steady load of maintenance work on the electric and telephone

systems and on the repairing of appliances, as well as their operation.

Safety is stressed on all jobs, from the proper setting of ladders to the protection against electric shock.

Our students have, we feel, gained a real understanding and appreciation of both the advantages and hazards of utility services.

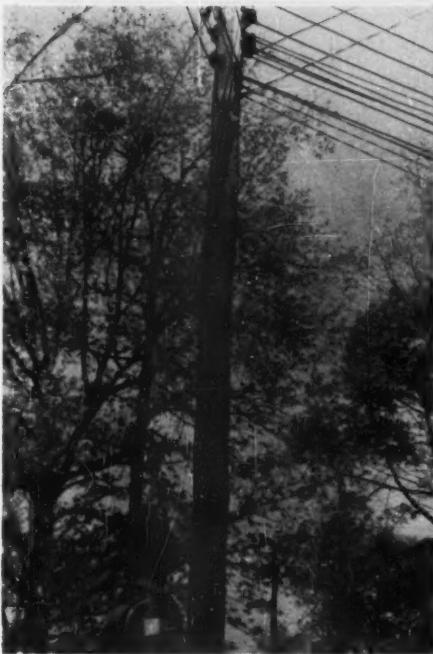
DR. CHANDLER is director of the Academic Department, the Piney Woods Country Life School, Piney Woods, Miss. This school has won wide attention in the education of under-privileged Negro children.

Facing page: An alert phone operator can be the very heart of a safe school system. At Piney Woods Country Life School all pupils are trained to accept their responsibilities to other persons.

Lower left: Electric appliances and circuits must be checked before they are used not only to see that they will function but also to make sure that they offer no undue hazards. Here a Piney Woods Country Life School boy is using a circuit tester, searching for flaws.

Upper right: A safe job is a workman-like job. Inspection of the utility and phone lines here shows no slack wires which might become dangerously shorted, no broken insulators which might allow the line to be grounded.

Lower right: You can't be summoned by phone if the bell doesn't ring properly. Here a Piney Woods Country Life School pupil is adjusting the ringer in the student-installed telephone system.



Lesson Units for 1951-52

ELEMENTARY		
Month	Slogan	Theme
September	For YOUR Protection	Pedestrian
October	Control FIRE	Fire
November	SAFETY — Our American Heritage	Protective Devices
December	For a Merry Christmas Practice Safety	Home
January	The DOORWAY to SAFETY	School
February	Travel Safely	Transportation
March	Ride It Safely	Bicycle
April	Take Along an Adult	Water
May	Enjoy the Sun Avoid Sunburn	Vacation

SECONDARY		
Month	Slogan	Theme
September	Help YOUR School Make It (National School Safety Honor Roll)	General
October	CHECK Danger Spots	Fire and Home
November	The Use of COLOR for Safety	General—Shop
December	Merry Christmas from the National Safety Conference	
January	When You Cross WATCH YOUR STEP	Pedestrian
February	Have a Firm Hold	School and Home
March	Keep It Safe	Bicycle
April	For Your Protection	Driving
May	For Summer Fun SAFETY	Water

New Secretary



Norman Key

New secretary of the National Commission on Safety Education of the National Education Association is Norman Key.

Mr. Key comes to the N. E. A. from the American Automobile Association where he was educational consultant for several years. He is the author of numerous books, bulletins and articles on safety education.

Mr. Key is an alumnus of Howard College, Birmingham, Ala. He was awarded an M. A. in education by George Washington University, Washington, D. C.

He was a classroom teacher and principal in Jefferson County, Ala., schools and for four years was in charge of transportation and safety education in the county.

Mr. Key succeeds Robert W. Eaves, resigned. Stanley A. Abercrombie, acting secretary, becomes assistant secretary.



Lower Elementary Safety Lesson Unit

September, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

For Your Protection PEDESTRIAN SAFETY



Sketch S9307A

Why We Need to "Watch Our Step" When We Cross Streets

Can you count to 10? to 100? to 1,000? More than 1,000 boys and girls are killed every year when crossing streets or roads, or playing in streets. Many thousands more are hurt. If you want to save your own life, you will be careful when you cross the street or ride a bicycle. Of course, it is stupid to play in the street because that is the way most children are killed or hurt.

Safety Quiz

Copy and—

Give correct answers. A quizmaster might read these questions (and other questions from the class) as a quiz contest.

1. The light is yellow. Should you cross?
2. There is a sidewalk but some of the children are walking in the street. Where should you walk?
3. The sign says "Stop." Should a boy or girl on a bicycle stop?
4. If the railroad signal bell is ringing, should you run across the tracks or wait?
5. If there is a crosswalk painted on the street at corners, should you stay within its lines?
6. Should you wait for the bus in the street or on the curb?

Safety Helpers

Make a list of safety helpers. List the names of those persons who help you and your friends get to school safely. Post it in your classroom or in the hall.

Write letters to tell people that they are on your Safety Helpers list and thank them for their help. (Don't forget the school custodian who keeps the school grounds safe.)

Note to Teachers: 1,100 pedestrians aged 5 to 14 years were killed in 1949 in traffic accidents. Playing in the roadway was the largest factor in traffic deaths and injuries of the 5-to-14-year old group. Thirty-three per cent of these 5-to-14-year old traffic fatalities were attributed to this cause.

Answers to "Safety Quiz"—1. No. 2. Sidewalk. 3. Yes. 4. Wait. 5. Yes. 6. Curb (a safety island also an acceptable answer)

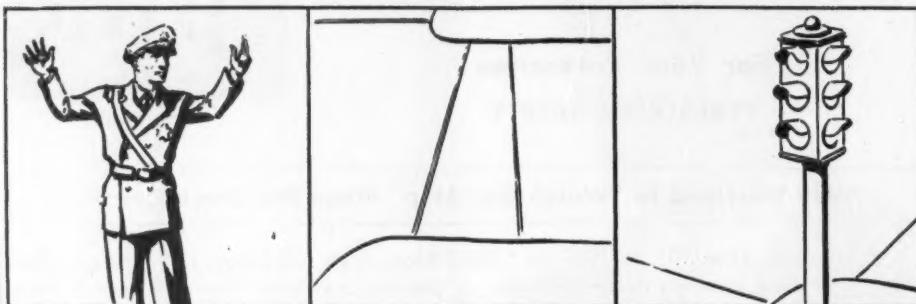
Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of Education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

For Your Protection

Copy and—

Tell a story about each picture. To the teacher, or to pupils who are able to read these directions: In your story, answer these questions about each picture. How am I protected by (person or item in picture)? Why should I co-operate? What might happen if I didn't co-operate? Has (person or item in picture) helped to keep boys and girls safer?

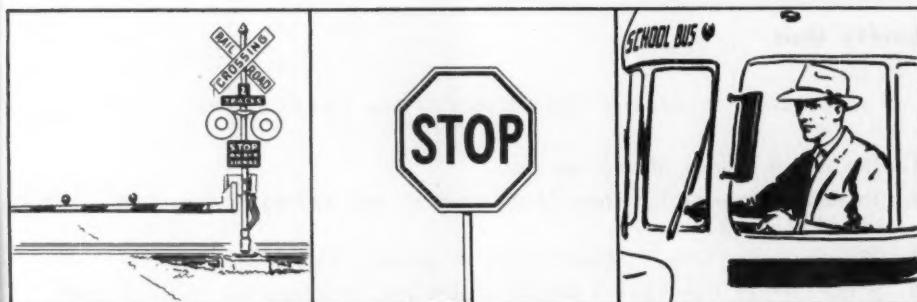
If the class is interested, a large drawing of each picture might be made. A pupil carrying a picture might tell the story of his picture for another class or for a group of parents.



Policeman

Crosswalk

Traffic Light



Railroad Signal

Stop Sign

Bus Driver



White Clothing

Safety Patrol

Warning Sign



Upper Elementary Safety Lesson Unit

September, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

For Your Protection

PEDESTRIAN SAFETY

Who is a Pedestrian? A pedestrian is a foot traveler.

Pedestrians of what age have the highest death and injury rate? The 5-to-14-year old group has the highest rate.

Why do 5-to-14-year olds have the highest rate? Probably they have the highest rate because so many of them play in the street and are injured there.* Some people think 5-to-14-year olds have "single-track" minds so that they can't think of safety when they have their minds on things like getting a ball or playing tag.

Do you think 5-to-14-year olds always will have the highest pedestrian death and injury rate? No, because they are smart enough to learn to be safe.

What persons can help you to avoid an accident as a pedestrian? The policeman, the safety patrol leader, your parents, your teacher, and *you* can help.

What 15 Things Can Pedestrians Do to Save Their Own Lives?

Copy and—

Complete sentences.

1. Never _____ in the street.
2. Stop before _____ into the street after a ball or when playing a game.
3. _____ all traffic signs and signals.
4. Cross streets only at _____ or within the crosswalk.
5. Take time to _____ across the street safely instead of hurrying across taking chances.
6. Look _____ ways and for turning cars before stepping off the curb.
7. When walking on the highway where there are no sidewalks, walk to the left, _____ traffic.
8. Be particularly careful where parked cars or other obstructions may block your _____ or the driver's view.

*Note to teachers: If teachers could teach children from 5 to 14 not to play in streets, one-third of children's traffic deaths and injuries might be prevented.



Sketch S9307A

9. When alighting from a streetcar or bus, do not _____ immediately behind or in front of it. Wait until your view of traffic is clear.
10. Wear _____ when walking near the roadway at night.
11. When crossing do not hide your view with a newspaper, _____, or armful of parcels.
12. Don't leave the _____ until you have plenty of time to cross the street.
13. Avoid walking on railroad trestles or _____.
14. When you see a railroad warning sign, _____, look and listen.
15. Don't start to get off a train until it has come to a complete _____.

Suggestions for an Impromptu Play for Your Class to Act Out

Pedestrian Safety-Law Breakers Go to Court

SCENE 1—A radio broadcasting studio

Announcer tells that city council has passed a new ordinance to regulate pedestrians, making jaywalking a violation.

SCENE 2—At the main intersection on the next day.

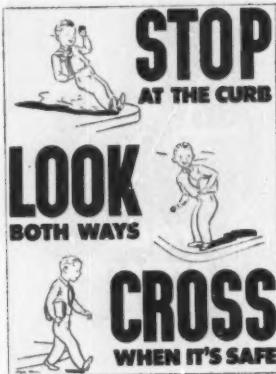
Policemen hand out summonses to pedestrians who cross against the light, cross in the middle of the block, get off bus and immediately cross in front or behind, cross with umbrella in front of face, wait in street instead of on curb, come out from behind parked cars, run across street, don't use crosswalk; also to children playing in the street, etc.

Pedestrians complain "I've never been hurt doing this," "I've never done it before," "I was in a hurry," etc.

SCENE 3—At Court

Each pedestrian presents his summons to the judge who gives a personal lecture to the violators and exacts a penalty—possibly a fine, attendance at a violators' school, or some other suitable penalty.

Answers to "What 15 things can pedestrians do to save their own lives?"—1. play, 2. running or playing, 3. obey, 4. right-colored clothing, 5. No, 6. May, June, July, 7. Oct., Nov., Dec., Jan., 8. answers to learn to read a map, 9. 1st, 10. 2nd, 11. 3rd, 12. 4th, 13. 5th, 14. 6th, 15. 7th, 16. 8th, 17. 9th, 18. 10th, 19. 11th, 20. 12th, 21. 13th, 22. 14th, 23. 15th, 24. 16th, 25. 17th, 26. 18th, 27. 19th, 28. 20th, 29. 21st, 30. 22nd, 31. 23rd, 32. 24th, 33. 25th, 34. 26th, 35. 27th, 36. 28th, 37. 29th, 38. 30th, 39. 31st, 40. 32nd, 41. 33rd, 42. 34th, 43. 35th, 44. 36th, 45. 37th, 46. 38th, 47. 39th, 48. 30th, 49. 31st, 50. 32nd, 51. 33rd, 52. 34th, 53. 35th, 54. 36th, 55. 37th, 56. 38th, 57. 39th, 58. 30th, 59. 31st, 60. 32nd, 61. 33rd, 62. 34th, 63. 35th, 64. 36th, 65. 37th, 66. 38th, 67. 39th, 68. 30th, 69. 31st, 70. 32nd, 71. 33rd, 72. 34th, 73. 35th, 74. 36th, 75. 37th, 76. 38th, 77. 39th, 78. 30th, 79. 31st, 80. 32nd, 81. 33rd, 82. 34th, 83. 35th, 84. 36th, 85. 37th, 86. 38th, 87. 39th, 88. 30th, 89. 31st, 90. 32nd, 91. 33rd, 92. 34th, 93. 35th, 94. 36th, 95. 37th, 96. 38th, 97. 39th, 98. 30th, 99. 31st, 100. 32nd, 101. 33rd, 102. 34th, 103. 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Pedestrian Safety Reminders

1. Make posters to show how to be a safe pedestrian—cross at corners, wear white at night, walk on left where there are no sidewalks, etc.
2. If you really want to help save lives, you should use the method of radio broadcasts—repeating an idea until people can't help remembering it. Broadcast daily, over the public address system, a pedestrian safety hint to your class or to your school. Use the following broadcasts suggested by the National Safety Council and write others of your own.

Pedestrian Safety Announcements

ANNCR.: Thirty-three per cent or one-third of the 5-to-14-year olds who are killed in traffic accidents were playing in the street or roadway. Remember if you want to stay alive—don't play in the street or road!

ANNCR.: Here's something to keep in mind: *When ever you are walking, you are only two feet from danger!* The National Safety Council says that a majority of the traffic accidents which cause death or injury to pedestrians are caused by the walker's own thoughtlessness . . . crossing against the signal, playing in the street or coming from behind parked cars, for instance. So use your head when you use your feet! . . . Make this your watchword: *Heads up!—Don't be struck down!*

ANNCR.: Pedestrians, don't get caught in the middle! The National Safety Council says a great many pedestrian accident victims are struck while trying to cut across the street in the middle of the block. Cross *only* at corners or where there is a marked crosswalk. Don't jaywalk into trouble!

ANNCR.: Boys and girls have a lot to think about, of course. But the National Safety Council says: When you cross a street, don't think about anything but getting across safely. When you start to step off that curb, listen to that warning voice inside your head saying, "Think—be careful!"

ANNCR.: When you boys and girls grow up and drive automobiles, you'll look out for children on the streets, won't you? You'll also try to teach your own children to be careful crossing streets. The National Safety Council says: Are you as careful as your parents try to teach you to be?

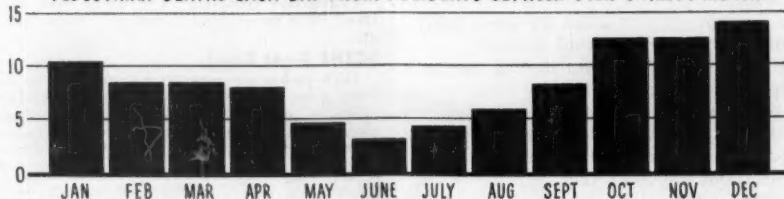
ANNCR.: You boys and girls are smart enough to *know* you should watch carefully and walk carefully when you cross a street. But maybe you forget once in a while. The National Safety Council reminds you that you'll be even smarter and you'll live longer if you have an *every time* safety habit for street crossing.

ANNCR.: Well, the days are shorter now, and there's less daylight for us boys and girls. Remember, if you're not home before it starts to get dark—the National Safety Council says you should be more careful and watchful than ever when crossing streets, because it's harder for car drivers to see you.

ANNCR.: Time-saving methods are usually valuable. But there's one time when it doesn't pay to try to save a few minutes; that's when you are crossing the street. The National Safety Council says that jaywalking is the quicker way—to the hospital. . . . Honestly now, what's your hurry? Remember—you don't want to spend a lifetime crossing the street. Take time to walk safely!

Learn to Read a Graph

PEDESTRIAN DEATHS EACH DAY FROM ACCIDENTS BETWEEN 6 AND 9 P.M. BY MONTH



1. Which four months have the most fatal pedestrian accidents between 6 and 9 p.m.?
2. Which three months have the fewest fatal pedestrian accidents between 6 and 9 p.m.?
3. In which months should you be especially

careful when crossing the street in the evening?

4. What should you wear at night to keep from being hit by a car?
5. Can motorists see the pedestrian as well as the pedestrian can see the car?



Junior High Safety Lesson Unit

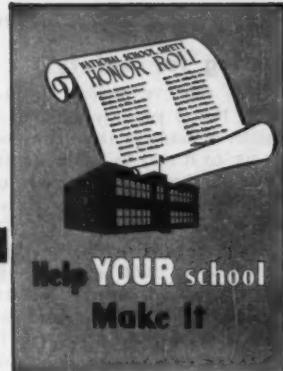
September, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, guidance and homeroom

Help Your School Make It

GENERAL SAFETY—HONOR ROLL



Sketch S9308A

Introduction

Do you think Americans should work to eliminate the No. 1 killer of people between the ages of 1 and 35 years? The killer is not polio or cancer but accidents.

Every 6 minutes one person in the United States dies from an accident and more than 100 are injured.

Looking at the accident problem another way, the rates are one accidental death in 423 families during the year; one disabling injury in 4 families; national accident cost, \$195 per family.

Things Being Done on a National, State or Local Basis to Prevent Accidents

What are Americans doing to prevent such a terrible accident toll? List as many things as you can that are being done on a national, state or local basis to prevent accidents.

Things Being Done in Schools to Prevent Accidents

What are schools doing to help prevent accidents? List those things now being done in your school or things which you think could be done.

What Is the Honor Roll of the National Safety Council?

This honor roll consists of schools having a program of safety activities. All schools need not have the same program; in fact, on a list of suggested activities the school's activities are checked by a committee consisting of a student, principal and member of the Parent-Teacher association or the community. Some schools show safety movies; some prepare safety bulletin boards; some report school accident statistics; some present safety plays.

If your school is not on this honor roll, there is a place reserved for it, and you can help. Write to the School and College division, National Safety Council, 425 N. Michigan ave., Chicago 11, Ill., for a copy of the honor roll activities and requirements.

Are You Safety Conscious?

Copy and—

Cross out one phrase to make the sentence read what *you* would do.

1. I (would, would not) send all dry cleaning to a commercial cleaner, rather than do it at home.
2. I (would, would not) use kerosene to quicken a fire.
3. I (would, would not) leave a bonfire without drowning it with water, stirring the ashes and drowning it again.
4. I (would, would not) learn to swim before going out in a boat.
5. I (would, would not) drive with one of the gang if I knew his car was without good brakes.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Reading and Summary Test

Testing for Safety

Have you ever noticed a U.L. label on some of the things you buy? It may be a little paper bracelet around the lamp cord, on a radio receiving set, or it may be a label on the name plate of a fuse plug, an oil burner or an electric appliance. You should look for these labels and know what they mean.

The U.L. label has nothing to do with the efficiency of the unit, repair service or any other service needs. It merely indicates that that part of the product with the label on it measures up to the U.L. standard of safety. The U.L. label on an electric razor, for example, does not guarantee a good shave; it simply means that that part of the product with the label on it complies with the U.L. standards of safety. U.L. standards of safety are set by Underwriters' Laboratories, Inc., an impartial, nonprofit testing agency.

Underwriters' Laboratories has saved thousands of lives through tests and the elimination of built-in hazards in the mechanical and electric devices you buy. About half of the products submitted to U.L. fail to pass the first test, and are returned to the manufacturer with a letter of criticism. About half of the rejected items are resubmitted later with modifications to meet U.L.'s safety standards. To date there are more than 375,000 products listed in the Underwriters' publication. Nearly a half million products have been tested.

The Laboratory was started in Chicago in 1894. Its main office is still in Chicago but it also has testing stations in New York and San Francisco. Altogether 500 engineers are employed at the laboratory and 200 traveling inspectors work in the field. These inspectors are constantly checking the production lines in factories to see that the quality of a listed product is maintained.

When a product is submitted to the laboratory, the tests are severe. It is not merely a case of taking a small sample of a product, looking at it, feeling it and guessing how safe it is. The tests are designed and executed by a staff of highly trained specialists.

Before a test is designed for a particular item, the careless habits of the people who will use it are studied. The engineers try to duplicate the severest treatment to which the equipment might be subjected.

For example, people often set an electric heater near long, trailing curtains and then go away and leave it. Someone may open a door and the draft will blow the curtains over the heater. This sort of behavior sets the pattern for most of the tests.

Engineers drape curtain materials over a heater that has been turned on long enough to get quite hot. The curtains may char but they should not blaze. If they catch fire, the heater is considered a hazard and gets no label.

For days or weeks heating appliances of all types may be operated continuously, while resting on pine boards covered with tissue paper. If they get hot enough to start a fire they are rejected.

In checking the dangers of an electric iron, it is left on for 500 hours at a stretch. Then the tester drops the iron on the floor, on its nose, side, heel and then flat on its face. It gets another temperature test, and then it is checked to see how much current it will stand without producing a shock. Sometimes 900 volts may be put through a 110 volt iron. About eight times the official rating is considered the proper safety margin.

In testing television sets, engineers shatter the protective screens of the picture tube to see exactly how the glass fragments will fly.

There are different tests used for various products, but all of them have a common purpose. They make possible evaluation of the hazards that should be eliminated before production is offered to the public. If an unwary housewife opens the cover of a pressure cooker before the pressure is released the contents will spout out in an explosive shower. The laboratories' idea is to make it impossible for the lid to be removed while there is still pressure in the cooker.

Underwriters' Laboratories helps build safety into homes, schools and factories. It is an important organization to every American. Look for the U.L. label on mechanical and electrical devices that you buy.

Summary Test

Copy and-

Copy and
Fill in blanks.

Underwriters' Laboratories is an impartial agency which makes profit. It eliminates built-in in the mechanical and devices you buy. About of the products sent to them for testing, fail to pass the first test. Products which Underwriters' Laboratories approve are given a stating that they are approved.

The headquarters of Underwriters' Laboratories is in _____ . They employ hundreds of _____ and _____. Tests given articles are _____. Through the services of Underwriters' Laboratories, the public is safeguarded from many _____ . Look for the U.L. _____ .

Answers to **Technical Problems**—1. **Nonmetallic Sheet**—Com-
bined **plastics** to **protect** **electrical** **conductors**. 2. **Radio** **antennas** **on** **ships** **in** **har-**
bor **ports** **protect** **ships** **from** **static** **electricity**. 3. **Plastic** **sheet** **material** **in** **public** **build-**



Senior
High

Safety Lesson Unit

September, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance and homeroom

Help Your School Make It

GENERAL SAFETY—HONOR ROLL

Honors in Safety

Perhaps you have read about safety awards in industry and traffic. Such awards are coveted by industry since they mean that there has been a successful effort to save lives and money. Accidents are expensive. Industrial firms feel that they must use every means at their disposal to cut such costs.

Traffic safety awards are important not only to the traffic safety officials of the states and municipalities who win these awards, but also to the inhabitants of these areas. Safer driving conditions mean lives saved, ease or convenience of movement, lower insurance costs, and the satisfaction of carrying on preventive, rather than punitive traffic activities. You may be interested to know that the latest year for which figures are available showed the Grand Award Winner for states to be Connecticut; Oklahoma City, Okla., and Lansing, Mich., tied for the Grand Award for cities.

There are also honors in safety for schools. Is your school on the honor roll of the National Safety Council? If not, send to the School and College division of the National Safety Council for a copy of honor roll requirements.

Some school activities for safety are:

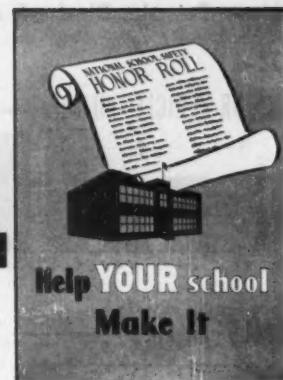
1. Keep a bulletin board for safety posters and suggestions. Post safety ideas as they relate to various holidays and seasonal activities, such as bicycle riding, basketball, winter driving, etc.
2. Present in pictorial or written form the advantages of driver education courses in public schools. (Send 17 cents to the National Safety Council for a copy of the booklet *The Teen-Age Driver*. Get any other material they have on driver education.)
3. Interview the local police chief about accidents in your community in the past few years. Then prepare a report "Previous Accidents are Warnings!" Report to the school or to the local press.
4. Make a series of cartoons or stories about "The School Bus Pest" in order to publicize the safe and considerate way to ride buses.

How Products "Win Honors" for Safety

Many young men and women are looking forward to the time when they will be buying furnishings and appliances for their own home. It is important to know all the "labels" for safety.

Have you noticed a U.L. label on some of the things you buy? It may be a little paper bracelet around a lamp cord, on a radio receiving set, or it may be a label on the name plate of a fuse plug, an oil burner or any electric appliance. You should look for these labels and know what they mean.

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Sketch S9308A

The U.L. label has nothing to do with the efficiency of the unit, repair service or any other service needs. It merely indicates that that part of the product with the label on it measures up to the U.L. standard for safety. The U.L. label on an electric razor, for example, does not guarantee a good shave; it simply means that that part of the product with the label on it complies with the U.L. standards of safety. U.L. standards of safety are set by Underwriters' Laboratories, Inc., an impartial, nonprofit testing agency.

Underwriters' Laboratories has saved thousands of lives through tests and elimination of built-in hazards in mechanical and electric devices you buy. About half of the products submitted to U.L. fail to pass the first test, and are returned to the manufacturer with a letter of criticism. About half of the rejected items are resubmitted later with modifications to meet U.L.'s safety standards. To date there are more than 375,000 products listed in the Underwriters' publication. Nearly a half million products have been tested.

The Laboratory was started in Chicago in 1894. Its main office is still in Chicago but it also has testing stations in New York and San Francisco. Altogether 500 engineers are employed at the laboratory and 200 traveling inspectors work in the field. These inspectors are constantly checking the production lines in factories to see that the quality of a listed product is maintained.

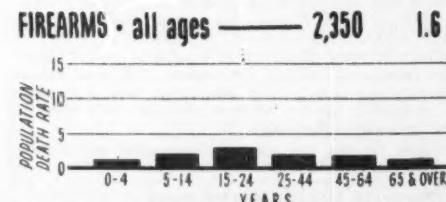
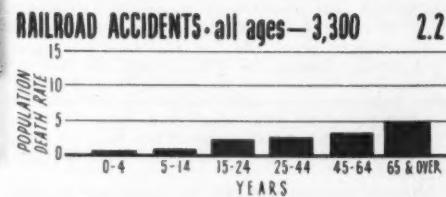
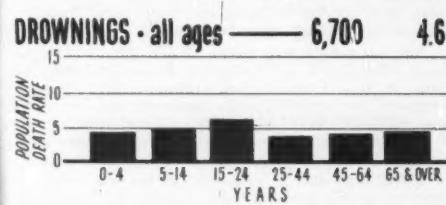
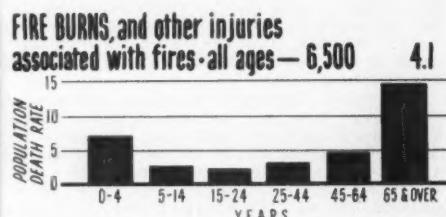
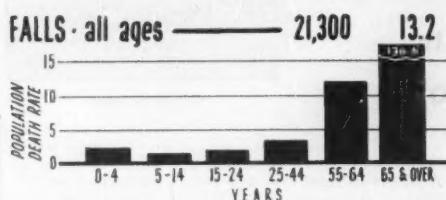
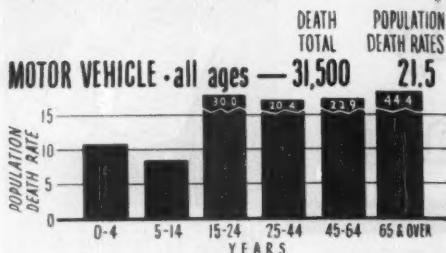
When a product is submitted to the laboratory, the tests are severe. Before a test is designed for a particular item, the careless habits of the people who will use it are studied. The engineers try to duplicate the severest treatment to which the equipment might be subjected.

For example, people often set an electric heater near long, trailing curtains and then go away and leave it. This sort of behavior sets the pattern for most of the tests. Engineers drape curtain material over a heater that has been turned on long enough to be quite hot. The curtains may char but they should not blaze. If they catch fire, the heater is considered a hazard and gets no label.

There are different tests used for various products, but all of them have a common purpose. They make possible evaluation of the hazards that should be eliminated before production is offered to the public. If an unwary housewife opens the cover of a pressure cooker before the pressure is released, the contents will spout out in an explosive shower. The laboratories' idea is to make it impossible for the lid to be removed while there is still pressure in the cooker.

Look for the U.L. label on mechanical and electric devices that you buy.

How People Died of Accidents



*Deaths per 100,000 population

Skill Test in Ability to Draw Conclusions from Data

Copy and—

Mark **T** before conclusions which are true and justified on the basis of data provided in these charts.

Mark **F** before conclusions which are not justified on the basis of data provided.

Mark **??** before conclusions which may be true but would need more substantiating data than provided.

1. The most serious safety problem in the United States seems to be the problem of traffic safety.
2. Children four years or under seem to be more in danger of death by railroad accidents than by drowning.
3. The railroad safety record over the years looks promising.
4. Five of every 100,000 children 5 to 14 years old die from drowning.
5. The 5-to-14-year age group has more deaths among each 100,000 children by drowning than any other age group.
6. Most high school students do not take courses in swimming and lifesaving in school.
7. Most firearm deaths are caused by "fooling" with firearms.
8. No children four years or under are affected by the accidental discharge of firearms.
9. Elderly persons seem to have the highest death rate of any group from railroad accidents.
10. The death rate from motor vehicle accidents for the 5-to-24-year age group has dropped in recent years.
11. A total of 16 of every 100,000 persons 65 years of age or over died from motor vehicle accidents.
12. For all persons under 65 years of age, the highest population accidental death rate was for motor vehicle accidents.
13. Safety is an important problem in American life.
14. After the age of 25, death by drowning seems to cease being a problem.
15. Better fire-fighting equipment has reduced the number of deaths from fires.

Answers to "Skill Test in Ability to Draw Conclusions from Data" (Page 26)

From Whitaker to Hicks to Hughes

Carolyn Whitaker is a sixth grade pupil of the Taylor Elementary School in Hamilton, Ohio. Carolyn is also secretary of the Taylor Safety Council.

Carolyn wrote to Russel Hicks, Director, Hamilton Safety Council. Just a friendly letter from one safety council to another safety council. She enclosed some safety poems which had been written by pupils at Taylor Elementary school and which had been displayed by Miss Irma Scudder, school principal, at the LeSourdsville Lake Safety Day Outing.

Because some teachers, NOT from Taylor Elementary School, liked the poems, Mr. Hicks sent them to Wayne P. Hughes, Director, School and College Division, National Safety Council. Mr. Hughes sent them to the desk of SAFETY EDUCATION. Herewith:

*I would wear white if I were you,
On any real black night.
If you wear white,
On any night
You will surely shine like a light.*
—Judy Lynn Gray, Grade 3, Age 8.

COMING EVENTS

Sept. 18-20, Cleveland

Ohio State Safety Conference (Hotel Carter). Contact Carl L. Smith, secretary-treasurer, Suite 508, 2073 East 9th Street, Cleveland 15, Ohio.

September 24-27, Los Angeles

Twenty-second Annual Meeting of the Institute of Traffic Engineers (Ambassador Hotel). Contact Robert S. Holmes, executive secretary, Strathcona Hall, New Haven 11, Conn.

October 8-11, Boston

Nineteenth Annual Conference of the American Association of Motor Vehicle Administrators (Copley Plaza Hotel). Contact L. W. Harris, 912 Barr Building, Washington 6, D. C.

Oct. 8-12, Chicago

Thirty-ninth National Safety Congress & Exposition (Stevens Hotel), R. L. Forney, general secretary, National Safety Council, 425 North Michigan Ave., Chicago 11.

November 1-3, Washington

Conference to devise tentative minimum standards for the integral and transit-type school bus (Shoreham Hotel). National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Then there was another, written by Jimmy Stone, Grade 3, Age 9. Jimmy says:

*Look where you are going,
Before crossing the street!
A car may be coming
You wouldn't want to meet.
Think what you're doing!
Stay healthy and strong,
Cross streets with care,
And you won't go wrong.*

*Remember always
A tomorrow there will be
Only if you'll
Take time for Safety! See!*

Lee Anna Pence, sixth grade; Nancy Early, sixth grade; Linda Harlow, fourth grade also wrote poems as did the fifth grade, collectively.

100,000th Graduate



Bill Taylor, Kaukauna, Wis., high school pupil, is the 100,000th student graduate of Wisconsin's high school driver education course. Bill is receiving his driver's license from R. C. Salisbury, director of the Safety Division, Motor Vehicle Department of Wisconsin. Beaming proudly over Bill's shoulder is Robert Thompson, driver education instructor at Kaukauna.

New Style Reporting

(Continued from page 15)

for inclusion in a pupil's folder for use in parent conferences, etc.

Results and Advantages:—We have had full agreement of the faculty members in all respects as to the usefulness of the reporting method. Almost all the frustration of teachers and safety patrol members has been removed. The job has become easier for the safety sponsor. It is not difficult to interpret periodic tabulations and to see the areas in which safety teaching needs to be done. This interpretation is given both to the safety patrol at its meetings and to the teachers at the faculty meetings.

The element of time alone demonstrates the value of this method. Orderliness, efficiency, and qualities of capable judgment are developed in the safety patrol members also.

Drawbacks, Disadvantages, and Areas for Improvement:—As in all human relationships the subjective element must be considered. Safety patrol members and teachers too often see and report the negative conduct whereas the positive acts go without recognition. Much needs to be done to turn our attention to acceptable safety practices as well as good citizenship.

The value of such reporting needs to be re-stressed as it loses its appeal to patrol members.

The responsibility for safety teaching rests with every faculty member which may mean neglect by some and over-conscious teaching by others (if one can do too much safety teaching).

Some form of recognition of a safety citizen each month or some other use of the good report may be tried in the future.

Safety Education—Affecting the Home:—Proof of the value of written reports concerning safety practices included in child folders for use in conferences.

Problem:—Two groups of children were involved in frequent fighting which was usually reported by various safety patrol members as definite aggression on the part of one boy. The fighting was found to be an extension of a family feud which was aggravated constantly at home and in the neighborhood.

Treatment of the Case:—Both mothers were called in after other methods had failed to discipline the boys. Even when confronted with reports by various safety patrol members concerning her son's behavior, one mother insisted her boy only defended himself and his

younger relation and was never the instigator of attacks.

After a long conference of teachers involved, the principal, the children, the mothers and the safety sponsor, it was clear that parental leadership was entirely responsible. Thanks to the spotlight on this behavior, the visiting teacher is working with the aggressive children and the other children were exonerated and protected.

It is the feeling of all school personnel involved that only the concrete evidence of safety reports convinced the mother of her family's belligerency.

Good Conduct Report

Date _____, 195____

I wish to report _____ of _____ room for the following misconduct.

- ____ jay walking
- ____ riding double
- ____ running across street, etc.
- ____ misuse of playground equipment
- ____ throwing snowballs
- ____ riding bicycle on playground
- ____ pushing in line
- ____ fighting
- ____ neglect of duty
- ____ other reasons

Remarks: _____

Teacher _____ Safety _____

Form for Offense

Date _____, 195____

I wish to report _____ of _____ room for the following conduct becoming to a United Oaks citizen.

- ____ taking over responsibility
- ____ doing more than one's share
- ____ helping younger child
- ____ showing good example
- ____ other reason

Remarks: _____

Teacher _____ Safety _____

Sanderson in New Post

C. E. Sanderson has been appointed assistant to the general manager of the Texas Safety Association, Inc., Austin, Texas, an organization affiliated with the National Safety Conference. Mr. Sanderson was consultant, Safety Education, the Texas Education Agency.

Accidents Third High As Cause of Deaths

Accidents outrank all but cardiovascular-renal diseases and cancer as causes of death according to the June, 1951, Statistical Bulletin of the Metropolitan Life Insurance Company.

Under current mortality conditions 69 of each 1,000 white baby boys born in 1948 will eventually be killed by accidents. Fifty-two of each 1,000 white baby girls will eventually die by accident.

School Bus System

(Continued from page 7)

of the bus drivers. We employ eleven women and seven men. The women are the backbone of our driver group. Their tenure is more continuous and their experience in handling their responsibility is a great asset. Points of safety in driving are continually kept before the drivers. Drivers' meetings are held periodically for the discussion of common problems. An annual picnic near the close of school is an important social occasion.

The Michigan Department of Public Instruction issues suggestions on desirable qualifications for drivers and rules of safety for drivers which reflect the practices that have been in operation at Lincoln School for many years.

Qualifications for drivers:

Good personal habits.

Physical fitness.

Reliability.

Promptness.

Competency.

Good driving record.

Ability to maintain high standard of pupil conduct.

Neatness.

First aid knowledge.

Favorable attitude.

Suggestions for bus drivers:

Check condition of bus.

Observe time schedules carefully.

Avoid quick stops and starts.

Observe caution when passing vehicles.

Avoid driving backward on school grounds.

Never leave bus with motor running.

See that highway is clear before allowing children to cross.

Keep neat.

Approach all hazards cautiously.

Stop, look, and listen for approaching trains before crossing railroad track.

Report promptly to the superintendent or principal all unmanageable pupils.

Keep bus under control at all times.

Keep pupils in assigned seats when bus is moving.

Keep bus clean and sanitary.

Wisconsin Making Curriculum Guide

A CURRICULUM guide in safety education is being prepared under the direction of the Wisconsin State Department of Public Instruction. The purpose of the guide is to encourage greater emphasis on safety education at all grade levels. It is also designed to help teachers in the selection of learning experiences appropriate to the grade level at which they teach.

Expenses of the committee members who are preparing the guide are borne by the Wisconsin Council of Safety.

The committee members are a city school superintendent, city elementary teacher, rural teachers' college professor, village high school teacher, village elementary teacher and the state supervisor of safety education. Committee membership was purposely diversified so that the guide might have value in the largest possible number of living situations.

Angsvar Svane of Marquette Elementary School and George Steiner of West High School, both in Madison, are co-chairmen.

Eight consultants from both official and non-official agencies and organizations meet with the committee. Organizations represented include the Wisconsin Council of Safety, the American Red Cross, University Agricultural Extension Division, Wisconsin Interscholastic Athletic Association and the State Board of Health.

Some of the work was done by committee members as partial fulfillment of requirements in a curriculum construction course at the University of Wisconsin.

Driver Education Supervisor

Wenzel Morris, former driving instructor and guidance advisor in the Bellaire (Ohio) High School has been named supervisor of driver education for the Farm Bureau Insurance Companies. Mr. Morris is an alumnus of Heidelberg College. He received his master's degree in education from the University of Pittsburgh. He went to Bellaire High School in 1931 and has been active in the professional education organizations in Ohio.

Safety Notes



COLORADO CONFERENCE

Most of us sigh gratefully as the hot summer months bring respite from daily classroom assignments but out in Colorado safety was a "hot" enough issue to pull 85 educators to the Governor's Highway Safety Conference for a two day session, June 29 and 30. Dr. William R. Ross, president of the Colorado State College of Education, Greeley, urged the appointment of a trained person as a full-time director of safety education in the State Department of Education. Marian Telford represented the National Safety Council.

NEW ENGLAND GROUP

The Institute for Safer Living, planned to develop and provide information on how to prevent accidents and methods of safer, more healthful living, has been announced by the American Mutual Liability Insurance Company, Boston, Mass.

Acting as advisory board members are: E. Forrest Hallet, director of first aid and accident prevention, American Red Cross; Albert E. La Rosee, Massachusetts Highway Committee, Registry of Motor Vehicles, and Melvin R. Freeman, public relations director of the National Fire Protection Association.

PRESSURE ON WINNING

When winning football games becomes the criteria by which important alumni judge the success of a high school program, teachers and particularly those interested in safety may have a "hard time." This problem and the extension of football to Junior high school pupils were among those discussed at a Teacher Education Workshop in Springfield, Mo., under the joint sponsorship of Dr. Theodore D. Rice, New York University, and Dr. C. Benton Manley, director of Secondary Education, Springfield State Teachers College.

TEXAS WORKSHOP

A one-week workshop on safety education was sponsored by the North Texas State College at Denton, Texas, in late July.

NEW EDITOR

The National Safety Council announces the appointment of Charles W. Taylor as editor of **SAFETY EDUCATION**.

Mr. Taylor has taught high school in Michigan communities. He has served as principal in a rural consolidated high school.

For about ten years, Mr. Taylor was a newspaperman in Milwaukee, Wis., where he worked on the daily Wisconsin News.

Mr. Taylor received his master's degree in education from Teachers' College, Columbia University.

Antidote

(Continued from page 9)

struction of properties and implements to be used in performances became an important part of the program. Original poems were received from every grade.

When the student committee had received this wealth of material, the members plunged into production on a story, the central theme of which was, "Have fun with your pets but be thoughtful and careful at all times." Tryouts were held at appointed hours in the gymnasium. One day was set aside for all the performing dogs, another was reserved for cats, and a third for other pets. Choices of student and animal performers were made and the production went into high gear.

The impact of the program itself on students and parents, who viewed the show on television sets in homes or schools, was great. Basic safety information had been presented in a form which made it fun. The members of the cast and those who worked on other aspects of the production gained most of all.

We found at least one antidote for boredom!

Be careful! There are no spare parts for the human body.—Safety slogan suggested by Erie, Pa., school pupils.

* * *

The worst enemy a man can have is a careless friend.—Safety slogan suggested by Erie, Pa., school pupils.

Are You Prepared?

Are your safety patrol members equipped to start the school year as they should? Do their uniforms have those touches of authority—patrolmen's belts, uniform caps, badges—that enable them to do their job more efficiently.

Fall rains are one hazard that can be met with proper equipment. Graubard's has fine rubber raincoats in high visibility WHITE, YELLOW, or BLACK, and the other equipment you need to keep your patrol corps operating at peak efficiency at all times. Write for complete catalog.

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"America's Largest Safety Patrol Outfitters"



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ARM BANDS

OVERSEAS
CAPS



GABARDINE CAPS

Two Tasks

(Continued from page 6)

Significant gains have been made in traffic safety education but the Conference's Committee on Education sees the need for a vastly expanding program which will reach into the elementary schools to teach, among other things, pedestrian and bicycle safety and into the secondary schools to expand driver education. Indicative of the extent of the job is the fact that although public high school driver education courses increased by 36 per cent last year, 60 per cent of the high schools still do not offer the training.

Dr. Forrest E. Long, New York University, moderator of the Committee on Education panel discussion, declared:

"We just cannot get laws and ordinances and proper enforcement and engineering until the people demand these things and they will not make such demands until they have been educated to do so."

Ways of reducing the cost of driver education, which now runs about \$30 per pupil, were discussed as were methods of increasing the efficiency of present courses.

Full proceedings of the conference may be had upon application to the Superintendent of Documents, Government Printing Office, Washington 6, D. C. A summary of the recommendations particularly applicable to schools, as presented by the Committee on Education, follow:

1. The responsibility for highway safety programs should be vested in one person appointed by school officials. This person should develop working relationships between school, family and community groups.
2. The community should be informed of school safety programs, using pupils, press, radio, television and other techniques of mass education.
3. Driver education should be extended into the elementary grades by teaching pedestrian and bicycle safety and beyond the high school level to meet the adult needs of the community.
4. In school and college programs additional research and experimentation projects are needed. Findings should be publicized.
5. A central safety committee, comprised of faculty, student and non-academic personnel is urged at the college and university level.
6. It is essential that driver education programs be expanded in the present emergency to include the greatest possible number of persons.
7. Qualified personnel should be given the responsibility for safe pupil transportation.
8. More states should establish appropriate certification requirements for teachers of highway safety subjects.
9. Professional education associations can promote recognition of safety education in existing sections or form separate sections.
10. The special rural and farm area programs of highway safety education conducted by the land grant colleges can be extended.

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Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

*Endorsed by Safety Councils, Auto Clubs
and School Authorities Everywhere*

The M. F. MURDOCK CO.
AKRON 8, OHIO

At a special luncheon, which was attended by a large number of distinguished leaders in the safety movement, Ned H. Dearborn, president of the National Safety Council, presented the National Automobile Dealers Association the Council's annual award for outstanding public interest service in behalf of highway safety. The citation was for public information work carried by the Association's magazine.

Data Sheet

(Continued from page 14)

for daylight. In many states the law provides a lower legal speed limit at night than during the day, but in *all* states drivers should accept the fact that they should drive slower in darkness. Statistics on this point are dramatic. Chart III shows that a given number of miles driven at night produces from two and one-half to three times as many deaths as the same mileage driven during the day.

Amount and Type of Traffic

26. It is obvious to everyone that a large volume of traffic is bound to reduce safe driving speeds. To attempt to maintain high speeds in heavy traffic forces the driver to crowd others, to weave in and out almost constantly, and generally to increase hazards.

27. It may be less obvious that the type of traffic has a profound bearing on the question of what is a safe speed.

28. Perhaps the greatest limitations must be placed on speed where there is reason to expect pedestrian and bicycle traffic involving children. Near a school or in a residential area, the driver should realize that it is always a real possibility that a child will suddenly dart into the street—very likely from behind a parked car that hides the child from the driver until he is almost on top of him. A group of children playing alongside a street or road is a particularly strong warning signal.

29. Pedestrian traffic in general is a great hazard at times of poor visibility. National Safety Council studies have shown repeatedly that pedestrian deaths tend to pile up in the hours of dusk, and reach their peak in the winter months when dusk arrives during or before the evening rush hour.

30. Farm tractors and other vehicles present a special problem, both because they often move very slowly in relation to other traffic and because they can be expected to turn suddenly into a side lane which the oncoming driver may not realize is there. In a mechanized farming area, special caution is needed at dusk, since many farmers drive along the road on their way home from work, and many of their tractors have no or inadequate lights.

Determining a Safe Speed

31. The speed limit determined by the state or city for any particular stretch of road should be considered the *maximum* safe speed under

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ideal conditions. It will often be necessary to reduce speed well below the legal limit to maintain safety. In some states no stated limit is given, each driver being made responsible for determining what is a safe speed. In some of these a *prima facie* speed limit is posted as the maximum safe speed.

32. There are times when 20 miles an hour is reckless speeding, in the most direct, practical terms. You may never be arrested for speeding at 20 miles per hour, but you may kill or be killed. On the other hand, on some roads in some states, speeds of 60 miles an hour may be entirely legal when conditions are good.

33. No exact standards can be set for the proper speeds under the various ranges or conditions encountered in driving. The responsibility is left with the driver to calculate the speed which, in a given situation, will permit him to stop short of unexpected danger.

Futility of Excessive Speeds

34. Various studies have demonstrated that gains in time on a trip by increasing speed is far less than might be expected. In heavy city traffic, where high speeds require frequent quick braking for traffic conditions or signals, gains are particularly small. But even on the open highway, the driver whose speed is greater than that of the average driver on the road is constantly forced to reduce speed for a variety of reasons. It is not at all uncommon for a 40 mile an hour driver to overtake at the next traffic signal a car which sometime before whizzed past him at 60 or more miles per hour.

35. However, the basic futility of excessive speed lies in the fact that it is hazardous. The delays caused by a single accident may outweigh all the small savings of time in a hundred excessive-speed trips—and the delay is all too often a permanent end to a driving career.

36. Finally, driving at an excessive speed is bad citizenship, because it violates our democratically arrived-at laws.

Teach Child Early

Dr. Camilia Anderson, chief of the psychiatric clinic of the Veterans' Hospital told teachers attending the Western States Safety Conference at Salt Lake City, June 21-23, that children must be taught safety habits early. Behavior patterns are established by the time the child reaches five, she said.

25 Tricks of Driving

THEY'RE GOING TO DRIVE. *A Prologue to Safe Driving*. Bulletin No. 352. 63 pp. Illustrated. Lansing, Mich.: The Department of Public Instruction. 1951.

Twenty-five "tricks of the trade" used by professional drivers are given in the first part of this book as "unwritten laws of the road." These expert touches, seldom found in published traffic regulations, are presented clearly and interestingly. A pen and ink drawing accompanies each tip.

Plus and Minus

(Continued from page 2)

. . . but primarily because it has this intimate and profound spiritual connection with life. In other words, it belongs in the curriculum because safety is a fundamental condition of life. If education is to be an experience of life as well as a preparation for life, or better, if it is to be an experience of life as an inevitable condition for being a preparation for life, then it must deal with such things.

Safety is a suitable social problem for solution by school pupils.

Safety appears to be one of the earliest aspects in which life presents itself as a problem. Few of what we adults consider the problems of life are fit intellectual soil for the child. Problems of marriage and divorce, labor problems, race problems, problems of vice and law enforcement, problems of peace and war, and even the problem of making a living—none of these is a suitable subject for young children. But safety is a practical problem that impinges directly upon the child at an early age, and furthermore, one that is quite within his comprehension and one which he can, himself, meet and solve. At first the situations are simple and affect only the child, himself. With the growing complexity and socialization of his environment, his problems of safety become more complex, more socialized, and the solution more difficult; yet they continue to be within the range of his growing capacity.

Safety, like other subjects, must be taught with regard for the principles of mental hygiene.

The control of fear is one of the most serious of the problems of human adjustment. Fear, undoubtedly functional and normal in its origin

for SAFETY PATROL EQUIPMENT

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Lots of 25	30c each	Lots of 100	25c each

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Floor Maintenance Machines:** Latest catalog on floor maintenance machines for scrubbing or polishing asphalt or rubber tile, terrazzo and all types of floors. American Floor Surfacing Machine Co.
2. "Silent Policeman": Information on portable school crossing sign. The unit is compact, self-powered and 24" square by 36" high. Easily rolled into place on ball-bearing rubber-tired wheels. Cub Industries, Inc.
3. **Playground Equipment:** A complete catalog of recreational and playground equipment for school and public playgrounds. Swing sets, combination slide units and outdoor apparatus of all kinds for adequate safe playground facilities. American Playground Device Co.
4. **Safety Film:** Information on new "Safe Exit" film. Ideal for use in school training program or PTA meetings. Vonnegut Hardware Co.
5. **Safety Patrols:** Folder on school patrol accessories consisting of raincoats, arm bands, belts, badges and various styled caps. Also numerous other accessories connected with protecting school traffic. Graubard's.
6. **School Traffic Light:** A folder illustrating a child-size replica of a man-size traffic light for use in classrooms. This device is for teaching children the fundamentals of real traffic lights and safe crossing of streets. School Safety Corp.
7. "Mechanical-Cop": Folder describing portable traffic signal which can be quickly set in place to handle emergency traffic problems. Fully automatic with standard changing signals. Portable Traffic Signals, Inc.

SAFETY EDUCATION SEPTEMBER, 1951
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and early manifestations, nevertheless becomes abnormal in a very large proportion of cases, so that the connotations of the word "fear," even in its every-day usage, are almost entirely pathological. A large part of the misery of the world comes from fear that has outstayed its period of usefulness—has not been dissipated by effective action—and has instead seized its subject with the strangle hold of an obsession.

Child Needs Mechanism

Fear is evidently a protective device for producing inhibitions and other necessary reactions at a stage prior to the development of the ability to make such adjustments rationally. A child must have a mechanism that will keep him away from fire long before he is able to guide his conduct by reason. Gradually, however, knowledge and reason become able to assume control....

The problem of human adjustment is largely the problem of allowing the various guiding influences of life to succeed each other in their normal and appointed way.

A pathological situation results if any of these attendant influences remains dominant beyond its wonted time or exerts a disproportionate effect....

Fear Was Supreme

In the early history of mankind, accident and fear were supreme. Life got its direction through the crude working out of natural selection; those survived who happened to be best adjusted to the conditions that maintained. In the absence of reason and directed control, fear . . . was the sole warning in case of danger. Knowledge and reason are now beginning to bring about purposeful control. Life is still, however, so full of accidents and fear that we may infer that the human race is only now passing from babyhood to childhood. Maturity will certainly be characterized by a conquest of fear and an effective purposefulness that will go far beyond what we have yet achieved.

The immediately practical question, however, is this: How shall the child learn to control his fear? . . . The best way to lay a basis for rational control is to treat fear as normal. . . . A fear that can be recognized, whose good effects can be appreciated, and that can be defended, can certainly not do any serious harm. The fears that never get out into the open are the ones that cause mischief.

Medal of Honor



Private First Class Melvin Brown, of Mahaffey, Pennsylvania—Medal of Honor for valor in action near Kasan, Korea, September 4, 1950. Stubbornly holding an advanced position atop a wall, Pfc. Brown stood off attacking North Koreans until all his rifle ammunition and grenades were gone. When last seen he was still fighting—with only an entrenching shovel—rather than give up an inch of ground.

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And remember that strength for America can mean peace for America—so that boys like Melvin Brown may never have to fight again.

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